

“We are a passionate group of leaders who operate with a spirit of generosity, passion, and respect.”

**NELA Aspiring Leader Self-Assessment**

**Krista Fasoli**

As a graduate student in the Northeast Leadership Academy, third-year teacher in Nash-Rocky Mount, O.R. Pope Curriculum and Data Committee Chairperson, O.R. Pope Leadership Team Member, and former Teach For America Corps Member, I am inspired to reverse the educational inequities that are rampant across our nation. My experiences at O.R. Pope Elementary and Teach For America motivate me to circumvent challenges and bring about change in Eastern North Carolina.

Until moving to the region, I never truly understood the meaning of “achievement gap”. The term became real in the spring of my first year of teaching second grade when Alexandria came to my classroom reading at a kindergarten level, using an extremely limited vocabulary, and unable to write her name. After looking into her situation more closely, I learned that Alex and her family were homeless. Aside from the obvious deficiency of not having a computer, phone, books, toys, or clothes like her wealthier counterparts, Alexandria did not have electricity. Thus, she and her sister could not count on having meals at home, nor did they have access to luxuries such as showers, laundry, or lights. The desperate situation of this little girl and her family broadened my perspective and provided me with a context for my role as an educator in the region.

Students like Alex face educational inequities day in and day out. These students suffer from a lack of exposure—many rarely leave the confines of their neighborhood, let alone Rocky Mount. While this fact may seem insignificant, its effects are far reaching as students grow to lack regional, national, and especially global context. At the beginning of third grade I did not have a single student who could name our city, state, or country. This gap in knowledge served as a major roadblock to learning in all content areas. In addition, due to little experience outside of the home and in formal settings, my students faced a major deficit in vocabulary. Coming from all sorts of backgrounds with varied support and education in their homes, many of my students lacked the ability to formulate a complete sentence using proper ‘formal language’. The obstacles faced by my students not only pose threats to their well being, but they are hindrances to their learning in and out of the classroom.

While I have only been a part of the Pope School family for three years, I have seen my students tirelessly bound one obstacle after another—some more successfully than others. While they deal with a multitude of hurdles including malnourishment, neglect, and lack of exposure to resources within and outside of the community, I have found that when given the appropriate resources these children can thrive. Unfortunately, in my experience, I have come across much skepticism when telling the success stories of my students from Pope. Many people see my school as being the ‘dumping grounds’ for students that cannot learn from families that do not care, with teachers that cannot get a job elsewhere. All of this is far from the truth. However, it is this mindset that perpetuates the educational inequities for my students and many others like them in the region. It is also this mindset that propels me to move forward in my role as a servant leader for my students.

Since moving to Eastern North Carolina, I have worked tirelessly to reverse these mindsets and attitudes. Within the confines of my role as a teacher I have seen the payoff of hard work, collaboration, and data-driven, student-centered instruction. My goal upon entering my classroom everyday is to provide my students with a safe, nurturing, and engaging learning environment where they thrive as critical thinkers and innovators. I demand the best of my students, providing them with the adequate tools, resources, and support to succeed in a culture of achievement. This holistic approach has given way to significant academic and behavioral gains on the part of my students. However, I have found that this approach must not only exist in my classroom, but that of every classroom and school setting within the region in order to truly close the achievement gap. It is this realization that fuels my passion for expanding my leadership capacity.

My leadership journey has grown deeper with each year I have spent in the classroom. Beginning as a classroom leader, I found that with much hard work on the part of my planning and instruction along with that of my students, I could drive significant learning gains. After my first year in the classroom, I was elected grade level chair and had the opportunity to participate on the school improvement team, leadership team, and retention committee. Having these opportunities allowed me to collaborate with my peers and furthered my interest in driving change at a broader school-wide level. It was at the end of my second year in the classroom that my principal spoke with me about applying to the Northeast Leadership Academy in order to take the next step in my leadership journey. With the support of my principal and other staff members along with students like Alex in mind, I applied, interviewed, and was accepted into NELA to begin my Masters in School Administration.

Since being accepted into the program, I am thrilled to have already learned so many skills to broaden my leadership capacity. Aside from the training I receive through NELA, I have also gained practice as the curriculum and data committee chairperson at my school. This experience has been the first to truly allow me to delve into the planning and instruction that is taking place within every classroom in my school—it has allowed me to conduct walkthrough observations, collaborate with my peers, celebrate effective practice, and guide conversations on how to become more effective.

I am thrilled to be on the path to becoming a school administrator wherein I plan to affect change on a broader level. Educational leaders have the opportunity to promote positive change on an immeasurable scale. While satisfactory leaders may demonstrate a lack of commitment and passion for the cause, exceptional leaders urgently take a stand. With this sense of urgency I fight against generalizations of students from low-income backgrounds and the educational inequality that exists in our nation by ensuring that every student has the opportunity to receive an outstanding education. As an educator and administrator, I excitedly await graduating students like Alex with a mindset that values perseverance, commitment, and innovation.

***Standard 1: Strategic Leadership***

***A strategic leader builds a dynamic school culture that aligns with the vision, mission, and goals of the organization. She leads transformative change and promotes the strengths of her staff in a climate focused on continuous reflection and improvement. As a strategic leader, she ensures that a School Improvement Plan is created and monitored for the purpose of intentional “real” change. In alignment with the Improvement Plan, a strategic leader empowers her staff by identifying their strengths and delegating leadership and school-wide decision-making.***

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| Elements | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **School Vision, Mission, and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. |  | X |  |  |  | Work with my principal to analyze and present data from a variety of sources to students, parents, staff, and other stakeholders.  Observe principal as he articulates and presents the Parker Middle’s core values and beliefs about education.  Make decisions and lead in a manner that reflects my core beliefs and values about education. |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students. |  | X |  |  |  | Assist my principal in ensuring that the school’s vision is communicated to all stakeholders in a variety of ways (meetings, work sessions, parent events, student assemblies, school website, school newsletter, etc.).  Ensure that school-wide initiatives and instructional strategies align with Parker Middle’s vision and mission. |  |
| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. |  | X |  |  |  | Collaborate with the administrative team and instructional leadership council to create and implement the SIP.  Ensure alignment between vision/ mission and goals, strategies, and actions in SIP.  Ensure that SIP team members include all stakeholder groups and that periodic reviews of SIP contain evidence of involvement, implementation, and progress. |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. |  | X |  |  |  | Involve staff in decision-making and continuous improvement processes.  Distribute leadership and problem-solving practices to staff in order to build capacity and empower. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity …   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Evidence of School Improvement Team.  \_\_\_\_ Student achievement and testing data.  \_\_\_\_ Statement of school vision, mission, values, beliefs and goals.  \_\_\_\_ Evidence of stakeholder involvement in development of vision, mission, valve, belief and statement.  \_\_\_\_Evidence of shared decision-making and distributed leadership.  \_\_\_\_ 360 Feedback.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | **Resources/support/experiences/skills needed to complete the improvement plan:** | | | | | | |

***Standard 2: Instructional Leadership***

***An instructional leader sets and maintains high expectations for all staff. She develops measures to ensure accountability on the part of all stakeholders. A leader focused on effective instruction, prioritizes student-centered engagement and curriculum instruction that is aligned with standards and demonstrates best practices.***

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| Elements | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | | **Artifacts and Documentation of Mastery** |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. |  | X |  |  |  | Use principles of NC Teacher Evaluation process to observe, confer, and evaluate staff.  Observe principal complete walkabouts, observations, and evaluations.  Participate with my principal and other members of administrative team in conducting walkabouts, observations, and evaluations.  Develop observation and evaluation schedule and conduct periodic walkabouts, observations and evaluations.  Observe how principal develops a safe environment that encourages students and staff to take risks.  Assist principal in ensuring that formative and summative assessments are aligned with curriculum and being used to guide instruction. | |  |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time. |  | X |  |  |  | Assist in creating school-wide master schedule.  Work with instructional leadership council and other teachers to problem solve ways to increase instructional time and minimize all disruptions.  Observe staff members who demonstrate high expectations for students.  Assist principal and administrative team is analyzing data with staff and parents and developing action plan to improve student performance.  Assist principal in analyzing school data with staff and parents and developing an action plan to improve student performance.  Use technology for data analyses, monitoring, and instructional purposes. | |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | | | | | | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_ School Improvement Plan.  \_\_\_ NC Teacher Working Conditions Survey.  \_\_\_ Student achievement and testing data.  \_\_\_ Student drop –out data.  \_\_\_ Teacher retention data.  \_\_\_ Documented use of formative assessment instruments to impact instruction.  \_\_\_ Development and communication of goal-oriented personalized education plans for identified  students.  \_\_\_ Evidence of team development and evaluation of classroom lessons.  \_\_\_ Use of research-based practices and strategies in classrooms.  \_\_\_ Master school schedule documenting individual and collaborative planning for every teacher  \_\_\_ 360 Feedback.  Other: | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | | | | **Resources/support/experiences/skills needed to complete the improvement plan:** | |

***Standard 3: Cultural Leadership***

***A cultural leader develops a sincere understanding of the community, stakeholders, and history of the school where she works. She takes the necessary actions to ensure the school’s culture is deeply rooted in passion and purpose for education. A cultural leader ensures that her school emphasizes the importance of improved learning.***

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| Elements | | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | |  | X |  |  |  | Involve representatives of all stakeholder groups in problem-solving school related issues.  Observe and participate with principal as he develops relationships with local community and business members and invites them into the school for various activities/ events. |  |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | |  | X |  |  |  | Communicate key beliefs about student learning to staff, students and parents.  Facilitate a climate where staff input and innovation are encouraged and valued—during PLC’s, staff meetings, work groups, teacher meetings, etc.  Assist principal in creating and maintaining a school climate that encourages students and staff to take intellectual risks. |  |
| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | |  | X |  |  |  | Observe how principal develops buy-in on part of staff members.  Record and reflect on examples where principal celebrates achievements.  Record and reflect on examples where principal and other staff celebrate achievement.  Record and reflect on examples where principal and other staff acknowledge failures.  Notice how principal turns failure into learning experience that encourages rather than discourages. |  |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff, which influences the school’s identity, culture and performance. | |  | X |  |  |  | Observe how principal builds leadership and instructional capacity among staff. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ School Improvement Team.  \_\_\_\_ Documented use of School Improvement Team in decision making.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Student achievement and testing data.  \_\_\_\_ Teacher retention data.  \_\_\_\_ Existence and work of professional learning communities.  \_\_\_\_ Recognition criteria and structure utilized.  \_\_\_\_ Evidence of shared decision –making and distributed leadership.  \_\_\_\_ 360 Feedback.  **Other:** | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | | | **Resources/support/experiences/skills needed to complete the improvement plan:** | | |

***Standard 4: Human Resources Leadership***

***Human resources leadership means that the leader ensures the implementation of processes and operations that engage all staff members in continuous reflection and professional development. She provides support for personnel through mentoring and formal and informal feedback.***

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| Elements | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | X |  |  |  |  | | Work with grade level PLC’s to analyze and respond to a variety of data on student progress and achievement for all students.  Become familiar with data that needs to be analyzed in order to improve student achievement.  Assist principal is developing and implementing long-term staff development and training. |  |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | X |  |  |  |  | | Learn the process for developing a staffing plan for the school.  Assist principal to ensure that all positions in the building are covered at all times.  Assist principal to recruit staff members that reflect the diversity of the NRMS community. |  |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | X |  |  |  |  | | Share responsibility with the principal for completing the observation process.  Shadow principal in daily informal walkabouts through the building and giving feedback on visits. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | | | | | | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Student Achievement and testing data.  **\_\_\_\_** Teacher retention data.  \_\_\_\_ Master school schedule documenting individual and collaborative planning for every teacher.  \_\_\_\_ Number of National Board Certified Teachers.  \_\_\_\_ Number of teachers pursuing advanced degrees, licensure, National Board certification etc.  \_\_\_ \_Record of professional development provided staff and impact of professional development on  student learning.  \_\_\_\_ Mentor records and beginning teacher feedback.  \_\_\_\_ Teacher professional growth plans.  \_\_\_\_ 360 Feedback.  Other: | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | **Resources/support/experiences/skills needed to complete the improvement plan:** | | | | | |

***Standard 5: Managerial Leadership***

***Managerial leadership means that as an administrator I am able to effectively and efficiently handle the daily “nuts and bolts” of the school to ensure a student-centered learning environment. In maintaining high expectations for staff and students, I will ensure school-wide systematic communication.***

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| Elements | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems that are focused on, and result, in improved student achievement. | X |  |  |  |  | Gain knowledge of the school budget process and its impact on the local school to the students, staff, and community.  Assist in implementing operational procedures including arrival, dismissal, fire drills, lock down, shelter-in-place.  Share responsibility with principal for monitoring building repair, cleaning, and beautification.  Assist principal in monitoring student enrollment, class size, and monthly attendance reports.  Analyze discipline referral data and make recommendations to the principal and instructional leadership council. |  |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | X |  |  |  |  | Build the “emotional bank account” of students and staff.  Observe and assist principal in managing student and staff conflicts. |  |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. |  | X |  |  |  | Assist the principal in communicating with stakeholders through a variety of methods and through predominant languages in the community.  Assist principal n interpreting and communicating Parker Middle assessment targets for the school and monitor instruction to support attainment of the targets for all groups of students. |  |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. |  | X |  |  |  | Observe staff members that demonstrate high expectations for students. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ School Improvement Plan.  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Master school schedule documenting individual and collaborative planning for every teacher.  \_\_\_\_ School safety and behavioral Expectations.  \_\_\_\_ School financial information.  \_\_\_\_ Dissemination of clear norms and ground rules.  \_\_\_\_ Evidence of ability to confront ideological conflict and then reach consensus.  \_\_\_\_ Evidence of formal and informal systems of communication.  \_\_\_\_ 360 Feedback.  Other: | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | | **Resources/support/experiences/skills needed to complete the improvement plan:** | | | | |



***Standard 6: External Development Leadership***

***External development leadership implies that a leader designs structures that encourage the involvement of all stakeholders, including that of the surrounding community. This leader not only facilitates student, staff, parental, and community involvement, but also uses skillsets to build investment in the school.***

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| Elements | Emerging | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school | X |  |  |  |  | Observe principal in the startup of Parent Teacher Association and Father’s Circle.  Involve representatives of all stakeholder groups of the diverse community in problem-solving school related issues.  Become familiar with community agencies that provide health, social, or other services that students may need; refer families to community agencies as appropriate.  Assist principal in inviting community and business groups into the school for a variety of activities. |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. |  | X |  |  |  | Attend NRMPS Board Meetings.  Using NRMPS Staff and Student handbooks, gain knowledge of all policies, regulations, and procedures.  Use ASCD Leadership Journal, ASCD Smart Briefs Newsletters and Public Education Newsletters to gain knowledge of state and federal mandates. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ Parent involvement in School Improvement Team:  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ PTSA/ Booster club operation and participation.  \_\_\_\_ Parent survey results.  \_\_\_\_ Evidence of community support.  \_\_\_\_ Number and use of school volunteers.  \_\_\_\_ Plan for shaping the school’s image throughout the community.  \_\_\_\_ Evidence of business partners and projects involving business partners.  \_\_\_\_ 360 Feedback.  Other: | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | **Resources/support/experiences/skills needed to complete the improvement plan:** | | | | | | |



***Standard 7: Micro-Political Leadership***

***Micro-Political Leadership means that the leader embraces and leverages the diversity and strengths of her staff to create a dynamic and innovative environment where staff members are expected to take risks in order to enhance instruction.***

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| Elements | Emerging | | Developing | Proficient | Accomplished | Not Demonstrated | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** |
| 1. **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | X | |  |  |  |  | Network with colleagues for problem-solving and obtaining school resources.  Attend administrative team, instructional leadership council, department meetings, grade level meetings, and staff meetings.  Read professional literature. |  |
| **Evidence or documentation to support rating:**  \_\_\_\_ NELA Courses   * Specific assignment/activity…   \_\_\_\_ NELA Field Experiences   * Specific activity…   \_\_\_\_ Conferences and School Visits   * Specific activity…   \_\_\_\_ Work with Executive Coach   * Specific examples…   \_\_\_\_ Work with Mentor   * Specific examples…   \_\_\_ Work with DPI   * Specific examples…   \_\_\_ Work with NELA Fellows (Peers)   * Specific examples …   Other: | **Requirements for Practicing Principals: Evidence or documentation to support rating:**  \_\_\_\_ NC Teacher Working Conditions Survey.  \_\_\_\_ Teacher retention data.  \_\_\_\_ Evidence of visibility and accessibility.  \_\_\_\_ Evidence of shared decision and distributed leadership.  \_\_\_\_ 360 Feedback. | | | | | | | |
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| **Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.** | | **Resources/support/experiences/skills needed to complete the improvement plan:** | | | | | | |

Additional Data:

1. Specialized training activities: What did you learn? In what Standard did it help you grow? Complete the chart and add to your narrative evidence.
2. Specific entry for conference attended (the Individual RFP): What you did and learned? What part of your leadership plan was noted as needing help, and, most importantly, what did your attendance do to help you on this Standard(s) or element(s).
3. Describe your Pay It Forward.
4. Add links to any and all electronic creations since beginning NELA.

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| **Specialized Trainings**  What did you learn? In what Standard did it help you grow? | | | | | | | | | | | | | |
| Training | **Standard 1** | | | | **Standard 2** | | **Standard 3** | | | | **Standard 4** | | |
|  | **School Vision, Mission, and Strategic Goals** | **Leading Change** | **School Improvement Plan** | **Distributive Leadership** | **Focus on Learning and Teaching, Curriculum, Instruction and Assessment** | Focus on Instructional Time | **Focus on Collaborative  Work Environment** | **School Culture and Identity** | **Acknowledges Failures; Celebrates Accomplishments and Rewards** | **Efficacy and Empowerment** | **Professional Learning Communities** | **Recruiting, hiring, placing and mentoring of Staff** | Teacher and staff evaluation |
| **Facilitative Leadership** | X | X | X | X |  |  | X | X | X | X | X |  |  |
| **Crucial Conversations** |  |  |  |  |  |  | X |  | X | X | X |  | X |
| **Conflict Resolution** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ruby Payne** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **DPI's Special Ed and Positive Behavioral Supports** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teacher Evaluation** |  |  |  |  | X | X |  |  |  |  |  |  | X |
| **Other** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Specialized Trainings** | | | | | | | | |
| **Training Continued** | **Standard 5** | | | | **Standard 6** | | **Standard 7** | **Additional Skills or Comments** |
|  | **School Resources and Budget** | **Conflict management and Resolution** | **Systematic Communication** | **School Expectation for Student and Staff** | Parent and Community Involvement and Outreach | Federal, state, and district mandates | Develops systems and relationships to leverage staff expertise and influence |  |
| **Facilitative Leadership** |  | X | X | X | X |  | X |  |
| **Crucial Conversations** |  | X | X |  | X |  | X |  |
| **Conflict Resolution** |  |  |  |  |  |  |  |  |
| **Ruby Payne** |  |  |  |  |  |  |  |  |
| **DPI's Special Ed and Positive Behavioral Supports** |  |  |  |  |  |  |  |  |
| **Teacher Evaluation** |  |  |  |  |  | X |  |  |
| **Other** |  |  |  |  |  |  |  |  |

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| **NELA Electronic Creations** | |
| **Description** | **Link to electronic evidence** |
| Digital Story | http://vimeo.com/channels/nelacohort2/page:1 |
| NELA Cohort II Wiki | https://nela2fasoli.wikispaces.com/home |

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| **Competencies:**  A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them.  These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance and to make sure they are incorporated into the development of school leaders. | | | |
| **Competency 1-21** | | **Fellow Self-Rating** | **Experiences Planned around this Competency** |
| **1)** | 1. **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives. | Emerging | Practice communicating effectively through oral presentations (PLCs, grade level meetings, department meetings, staff meetings, one-on-one teacher meetings, one-on-one parent meetings).  Work with administrative team to organize, evaluate and interpret middle school level academic, behavioral, and other information. |
| **2)** | **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | Emerging | Use Facilitative Leadership skills to present a compelling vision and improve decision-making processes—thus, enhancing school-wide ownership of values and beliefs.  As Covey says, “begin with the end in mind”. Consider goals and objectives and then determine actions that will lead to accomplishing them. |
| **3)** | **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | Emerging | Practice engaging in difficult conversations with staff, students, and parents using Crucial Conversations skills and techniques.  Review Teaching with Love and Logic. |
| **4)** | **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking. | Developing | Using Facilitative Leadership and Crucial Conversations skills, foster a safe and innovative culture for planning and implementing “out of the box” instruction that furthers student achievement.  Review learning from the following books: |
| **5)** | **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | Developing | Continually ask, “what is best for our students”? Ensure that all decision-making aligns with this question and the focus is on student achievement. |
| **6)** | **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | Emerging | Observe principal in how he delegates tasks to others, to build capacity and empower.  Set priorities; using skills from Facilitative Leadership, determine whom the initiative affects and select individuals to invest in the process. |
| **7)** | **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | Emerging | Review Crucial Conversations skills to listen (Starting with the Heart), discuss, and resolve. Continually reflect on these conversations to ensure reflection and growth. |
| **8)** | **Emotional Intelligence** – Is able to manage oneself through self-awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | Developing | Review Emotional Intelligence: Why it Can Matter More than IQ, How to Win Friends and Influence People, and 7 Habits of Highly Effective People.  Maintain daily reflection journal to reflect on self-awareness and self-management—and my abilities to manage relationships effectively. |
| **9)** | **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. |  | Increase presence in and around the school to promote my own environmental awareness—attend meetings with staff, parents, and students; visit classrooms; monitor hallways and other high-traffic areas.  Conduct student and parent focus groups to understand internal and external interests, concerns, areas for growth, etc. |
| **10)** | **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | Developing | Use the new teacher evaluation process to determine what students need to know in order to be successful in the current and future economy.  Conduct observations and evaluate teacher effectiveness in providing students with a diversified and global perspective. |
| **11)** | **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | Developing | Review Leading with Inquiry and Action to better understand how to enhance learning with a collaborative inquiry-based system of leadership.  Observe how principal and administrative team prioritizes concerns and deals with significant and complex issues. |
| **12)** | **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | Emerging | Observe how principal empowers and builds capacity of staff members.  Observe how principal organizes daily/ weekly schedule to ensure effective leadership. |
| **13)** | **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | Proficient | Continue to demonstrate personal ethics and values. |
| **14)** | **Personal Responsibility for Performance** –Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | Proficient | Develop relationship with principal and coach to gain weekly feedback on performance.  Facilitate opportunities for staff to provide feedback on my performance.  Reflect on feedback and actively adjust behavior and actions to improve. |
| **15)** | **Responsiveness –** Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner. | Developing | Develop an organizational system for prioritizing action items. |
| **16)** | **Results Orientation –** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | Developing | Observe as principal manages short and long term priorities. Participate in decision-making process with principal and administrative team.  Practice applying components of Facilitative Leadership to ensure a focus on relationships and achievement. |
| **17)** | 17) **Sensitivity –** Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | Developing | Review Emotional Intelligence: Why it Can Matter More than IQ.  Set apart time to listen to the needs and concerns of others. |
| **18)** | 1. **Systems Thinking** – Understands the   interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | Developing | Review and practice principles of The Fifth Discipline and systems thinking. |
| **19)** | **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | Developing | Observe how principal, administrative team, and other staff members use technology to enhance student instruction.  Attend training opportunities for technology. |
| **20)** | **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | Developing | Observe how principal manages time effectively to ensure progress on action items and priorities. |
| **21)** | **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. | Developing | Observe how principal compels an inspiring vision to all stakeholders.  Observe how principal continues to motivate others with vision throughout the school year. |